

**SESAME AND LILIES. TWO
LECTURES DELIVERED AT
MANCHESTER IN 1864: 1. OF
KINGS' TREASURIES. 2. OF
QUEENS' GARDENS**

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Sesame and Lilies. Two Lectures Delivered at Manchester in 1864: 1. Of Kings' Treasuries. 2. Of Queens' Gardens by John Ruskin

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JOHN RUSKIN

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SESAME AND LILIES.

Two Lectures

DELIVERED AT MANCHESTER IN 1864.

BY

JOHN RUSKIN, M.A.

1. *OF KINGS' TREASURIES.*

2. *OF QUEENS' GARDENS.*

“ἀπὸ τῆς χάριτος αὐτοῦ ἐτάχθη, καὶ ἀγαπήσει τὸν ἄγρον ἐκεῖνον.”

NEW YORK:
JOHN WILEY & SON, 535 BROADWAY.
1865.
A. D. 1865

SESAME AND LILIES.

LECTURE I.—SESAME.

OF KINGS' TREASURIES.

*ἐξ αὐτῆς ἐξελθεῖσθαι ἄριστος, * * * ἐνὶ χώρᾳ χερσεύων.**

I BELIEVE, ladies and gentlemen, that my first duty this evening is to ask your pardon for the ambiguity of title under which the subject of lecture has been announced; and for having endeavoured, as you may ultimately think, to obtain your audience under false pretences. For indeed I am not going to talk of kings, known as regnant, nor of treasures, understood to contain wealth; but of quite another order of royalty, and material of riches, than those usually acknowledged. And I had even intended to ask your attention for a little while on trust, and (as sometimes one contrives in taking a friend to see a favourite piece of scenery) to hide what I wanted most to show, with such imperfect canning as I might, until we had unexpectedly reached the best point of view by winding paths. But since my good plain-

* Job xxviii. 5, 6.

spoken friend, Canon Anson, has already partly anticipated my reserved "trot for the avenue" in his first advertised title of subject, "How and What to Read;"—and as also I have heard it said, by men practised in public address, that hearers are never so much fatigued as by the endeavour to follow a speaker who gives them no clue to his purpose, I will take the slight mask off at once, and tell you plainly that I want to speak to you about books; and about the way we read them, and could, or should read them. A grave subject, you will say; and a wide one! Yes; so wide that I shall make no effort to touch the compass of it. I will try only to bring before you a few simple thoughts about reading, which press themselves upon me every day more deeply, as I watch the course of the public mind with respect to our daily enlarging means of education, and the answeringly wider spreading, on the levels, of the irrigation of literature. It happens that I have practically some connexion with schools for different classes of youth; and I receive many letters from parents respecting the education of their children. In the mass of these letters, I am always struck by the precedence which the idea of a "position in life" takes above all other thoughts in the parents'—more especially in the mothers'—minds. "The education befitting such and such a *station in life*"—this is the phrase, this the object, always. They never seek, as far as I can

make out, an education good in itself: the conception of abstract rightness in training rarely seems reached by the writers. But an education "which shall keep a good coat on my son's back;—an education which shall enable him to ring with confidence the visitors' bell at double-belled doors;—education which shall result ultimately in establishment of a double-belled door to his own house; in a word, which shall lead to advancement in life." It never seems to occur to the parents that there may be an education which, in itself, *is* advancement in Life;—that any other than that may perhaps be advancement in Death; and that this essential education might be more easily got, or given, than they fancy, if they set about it in the right way; while it is for no price, and by no favour, to be got, if they set about it in the wrong.

Indeed, among the ideas most prevalent and effective in the mind of this busiest of countries, I suppose the first— at least that which is confessed with the greatest frankness, and put forward as the fittest stimulus to youthful exertion— is this of "Advancement in life." My main purpose this evening is to determine, with you, what this idea practically includes, and what it should include.

Practically, then, at present, "advancement in life" means becoming conspicuous in life;—obtaining a position which shall be acknowledged by others to be respectable or honour-

able. We do not understand by this advancement, in general, the mere making of money, but the being known to have made it; not the accomplishment of any great aim, but the being seen to have accomplished it. In a word, we mean the gratification of our thirst for applause. That thirst, if the last infirmity of noble minds, is also the first infirmity of weak ones; and, on the whole, the strongest impulsive influence of average humanity: the greatest efforts of the race have always been traceable to the love of praise, as its greatest catastrophes to the love of pleasure.

I am not about to attack or defend this impulse. I want you only to feel how it lies at the root of effort; especially of all modern effort. It is the gratification of vanity which is, with us, the stimulus of toil, and balm of repose; so closely does it touch the very springs of life, that the wounding of our vanity is always spoken of (and truly) as in its measure *mortal*; we call it "mortification," using the same expression which we should apply to a gangrenous and incurable bodily hurt. And although few of us may be physicians enough to recognise the various effect of this passion upon health and energy, I believe most honest men know, and would at once acknowledge, its leading power with them as a motive. The seaman does not commonly desire to be made captain only because he knows he can manage the ship better than any other sailor on board. He wants

to be made captain that he may be *called* captain. The clergyman does not usually want to be made a bishop only because he believes that no other hand can, as firmly as his, direct the diocese through its difficulties. He wants to be made bishop primarily that he may be called "My Lord." And a prince does not usually desire to enlarge, or a subject to gain, a kingdom because he believes that no one else can as well serve the state upon the throne; but, briefly, because he wishes to be addressed as "Your Majesty," by as many lips as may be brought to such utterance.

This, then, being the main idea of advancement in life, the force of it applies, for all of us, according to our station, particularly to that secondary result of such advancement which we call "getting into good society." We want to get into good society, not that we may have it, but that we may be seen in it; and our notion of its goodness depends primarily on its conspicuousness.

Will you pardon me if I pause for a moment to put what I fear you may think an impertinent question? I never can go on with an address unless I feel, or know, that my audience are either with me or against me: (I do not much care which, in beginning;) but I must know where they are; and I would fain find out, at this instant, whether you think I am putting the motives of popular action too low. I am resolved to-night, to state them low enough to be admitted

as probable; for whenever, in my writings on Political Economy, I assume that a little honesty, or generosity,—or what used to be called “virtue”—may be calculated upon as a human motive of action, people always answer me, saying, “You must not calculate on that: that is not in human nature: you must not assume anything to be common to men but acquisitiveness and jealousy; no other feeling ever has influence on them, except accidentally, and in matters out of the way of business.” I begin accordingly to-night low down in the scale of motives; but I must know if you think me right in doing so. Therefore, let me ask those who admit the love of praise to be usually the strongest motive in men’s minds in seeking advancement, and the honest desire of doing any kind of duty to be an entirely secondary one, to hold up their hands. (*About a dozen of hands held up—the audience partly not being sure the lecturer is serious, and partly shy of expressing opinion.*) I am quite serious—I really do want to know what you think; however, I can judge by putting the reverse question. Will those who think that duty is generally the first, and love of praise the second motive, hold up their hands? (*One hand reported to have been held up, behind the lecturer.*) Very good: I see you are with me, and that you think I have not begun too near the ground. Now, without teasing you by putting farther question, I venture to assume that you will admit